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ABSTRACT

A learning module was designed to provide orientation information to new inmate workers employed in one of the nonprofit prison industries that are part of Florida's PRIDE program. The orientation was intended to inform inmate workers about PRIDE program industries' mission and inmate job benefits. The module was developed on the basis of information gathered through a literature review and interviews with inmate workers already participating in the PRIDE program. The module is a stand-alone, competency-based unit of instruction covering the mission and procedures of PRIDE on-the-job training, certification, assistance, and job placement processes/programs. The 60 inmate workers involved in the field test of the new module and video demonstrated a 43% increase in their knowledge of their company's mission and worker benefits after using the new orientation materials. All six training managers who used the new module agreed that it met their training needs. A handbook to accompany the module and video is now being developed. (Contains 35 references. Appended are the following: annual review form; inmate worker interview form; inmate orientation module; project-related correspondence; inmate interview form; inmate video test; management survey; and copyright permission letter.) (MN)

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ED 400 376

IMPROVING INMATE KNOWLEDGE OF TRAINING BENEFITS THROUGH THE USE OF AN ORIENTATION MODULE

by

Suzanne L. Hammontree

A final Report Submitted to the Faculty of the Fischler Center for the Advancement of Education of Nova Southeastern University in partial fulfillment of the requirements for the degree of Education Specialist

July, 1996

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Abstract

Improving Inmate Knowledge of Training Benefits Through the Use of an Orientation Module.
Hammontree, Suzanne, L., 1996. Practicum Report, Nova Southeastern University, Fischler Center for the Advancement of Education.
Descriptors: New Employee Orientation/Inmate Training/Prison Industries/ Training/Induction

This module was developed and implemented to provide orientation information to new inmate workers in prison industries. The objectives of this project were:

1. Ninety per cent of the inmate workers would indicate understanding of the company mission and benefits through an interview process after viewing the orientation video
2. Eighty per cent of the inmate workers would demonstrate understanding of the material presented in the orientation video
3. Ninety per cent of the Industry Managers would confirm that the delivery system of the orientation module would conform to training needs and time constraints.

One of the project objectives was met and the target group showing dramatic improvement in the other two objectives. Appendixes include inmate worker interview forms, the test measuring video comprehension, and a management survey.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other professionals in the field and in the hope that my own work, presented here, will earn similar respect.

Dyan D. Hammontree
student's signature

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Dear Mentor:

Practicum students in Nova Southeastern University's GEM programs for master's and educational specialist degrees are asked to provide verification that the project activities reported in this document took place as described. On this sheet please write a brief overview attesting to your knowledge of the project activity to which this will be aattached. Note that you are not asked to evaluate or make judgements about the quality of the project on this page.

Practicum Title Improving Inmate Knowledge of Training Benefits Through the Use of an Orientation Module

Student's Name Suzanne L. Hammontree Completion date June 27, 1996

Project Site PRIDE of Florida

Mentor's Name Timothy J. Mann (print) Timothy J. Mann (signature)

Mentor's position at the site Manager, Inmate Support Phone # 813-535-4900

Comment on impact of the project (handwritten):

Ms. Hammontree's project to design and develop an orientation module was the final segment of our goal to establish a comprehensive training and support program for PRIDE's inmate workers. Effective this month, new inmate workers will participate in orientation workshops in which the orientation video, a creation of Ms. Hammontree, is a major part. The project to build and validate this important module required extensive interaction with PRIDE corporate and operational staff.

CHAPTER I

Purpose

This practicum was implemented in a company that is a not-for-profit, self-funded corporation that operates prison industries. The primary business objective of this company is to provide job training opportunities for inmates in the state prisons and jails while producing quality products for sale at a profit to tax supported agencies. The mission statement for this company is:

> To provide a joint effort between the Department of Corrections, the correctional work programs, and other vocational training programs to reinforce relevant education, training, and post-release job placement and help reduce recommitment. To serve the security goals of the state through the reduction of idleness of inmates and provision of an incentive for good behavior in prison. To reduce the cost of state government by operating enterprises primarily with inmate labor, which do not seek to unreasonably compete with private enterprise. To serve rehabilitative goals of the state by duplicating, as nearly as possible, the operating activities of a free-enterprise type of profit making enterprise (Annual Report 1994, p. 5).

It is believed that this training and additional assistance with employment will decrease the recidivism rate of inmates. These job training opportunities are provided as structured On-the-Job-Training (OJT) for the inmate workers while the industries are in full production of the goods and services manufactured for sale to tax supported agencies.

The company stresses the importance of recognizing the difference between On-the-Job-Training and Vocational Education. This company adheres to the definitions of training and education given by Robbins, as cited by Rebore (1995, p. 160), which states that "Training is the process of learning a sequence of programmed behaviors...Education is the process of helping an individual understand and interpret knowledge." As Wehrenberg (1989, p. 111) states,

> To train is to instruct so a person may become qualified, or even proficient, at a certain task. Training begins with the assumption that a person does not possess a particular skill and cannot perform the task without being taught. If a person, untrained at a job, were asked to perform that work, he or she could not meet the required standards no matter how great the effort.

As such, this company provides skill training to workers while leaving the task of vocational education to the education department of the Department of Corrections. This training is done on the industry floor while

production is in progress. There are no classrooms available for training prior to the worker actually attempting the task. Workers learn the skills "on the job" as do all other unskilled labor when beginning new employment in an industry. This practice is prevalent in non-prison work as well.

The majority of the company's workforce consists of inmates from the state's prisons and, currently, one county jail. These "inmates are assigned to _____ by the Department of Corrections through its classification process" (memo from Director of Communications, _____, citing Inmate Labor Department, Department of Corrections, 1995). Throughout the state, this company operates 52 industries and 11 operations within 21 state prisons. Industries are defined as producing goods and services for sale to external customers. In contrast, operations, including support groups, produce goods and services for internal customers.

The company is divided into divisions representing agriculture, services, furniture, textiles, print, and general manufacturing. The managers and supervisors in the prison industries bring experience from the private sector to create a private sector environment where inmates are introduced to a strong work ethic with a focus on quality. The

managers and supervisors are not inmates of the prison system. The managers are free world people who work daily in a supervisory capacity within a prison environment. The term free world person is defined as a person not incarcerated within the criminal justice system. A free world environment is one that is not dictated by the constraints of the criminal justice system.

The free world employees of the company are broken down for the Equal Employment Opportunity monthly report (Nichols, 1995) as follows:

Table 1

Breakdown of Race and Sex of Free World Employees

Race	Males	Females
White	255	83
Black	32	12
Hispanic	10	3
Asian	1	0

The role of the author of this practicum, the OJT Program Specialist, as defined by the company is:

...to assist industry staff as they train Inmate Workers in marketable

> job skills, the practice of work habits, and the acquisition of a work ethic. Division Staff work in cooperation with industry management to meet training standards, assist in writing job descriptions and training programs, award training certificates and apply for the certification or recognition of training programs by business associations or accredited agencies (Division of Inmate Training and Employment Support Services Handbook, 1996, p. 4).

As the individual responsible for developing the OJT programs, the Specialist is held accountable for creating the curriculum frameworks which explain the industry specific manufacturing process to the inmate. These curriculum frameworks are modeled on the State of ____ curriculum framework design and are generated for each job task in an industry. Currently, each industry has some form of OJT program guidebook that may contain from two to 40 different programs, depending on the extent of training being done at that specific industry.

The company believes the inmates will be more productive if they understand the company's mission and training benefits available as well as the work skills required to produce a product or service. This concept of orientation is validated by Wehrenberg (1989, p. 111). who states: "Orientation, however, enables an employee to get in sync with the company. It helps a person adapt to a particular situation by establishing and sorting out relationships within his or her new environment."

In the two years the author has been employed by the company, annual reviews (Appendix A, p.52) or audits have been conducted at all certified/recognized industries. These reviews contain elements which address industry operations, OJT Program management, and worker performance (Certification and Recognition of PRIDE Industries Procedures Handbook, 1995, p. 30-32). Questions to inmate workers in this review (Appendix B, p. 56) address knowledge of OJT certification and inmate benefits, as well as employment possibilities. Based on the data gathered from these surveys, there was a lack of knowledge possessed by the inmate workers concerning the company's mission, inmate benefits such as training certification, employment opportunities, and basic reasons they are working for the company. This discovery has provided the author with the opportunity to investigate the cause and possible solutions to this apparent discrepancy between company goals and actual training results.

Problem Statement

The problem addressed in this practicum was that the company's mission and inmate job benefits were not explicitly stated in the OJT

programs. It was assumed that the company's orientation information would be provided to the inmate through the industry orientation and would not be necessary in the structured OJT Program. This problem was documented in the following ways: through an interview with the Manager of Inmate Programs and through the required annual reviews of the industry OJT performance.

As part of the regular duties of the position, the Manager of Inmate Programs visits the company industries addressing specific needs of the industries. The Manager routinely spends time with the inmate workers on these visits discussing issues of interest and need.

> It had become apparent through my talks with the inmates that many of the workers were not receiving an adequate company orientation to issues of importance concerning the benefits available and the company mission. With this realization, I consulted the OJT Program Specialist who had observed the same problem (Mann, 1995).

The annual review is an informal OJT audit conducted yearly in each certified industry to ensure conformity with the recognizing agencies' requirements. Utilizing a semi-structured interview needs assessment instrument, the author as reviewer discovered that 41 percent (56 inmate workers) of the 136 inmates interviewed in the 23 certified or recognized industries were lacking in knowledge of the training and employment benefits available to them through their association with the company.

Table 2

Surveyed For Training Benefits

Race	Total Participants by Race			Uninformed		Informed	
	Total	Male	Female	Male	Female	Male	Female
Black	73	67	6	31	2	36	4
White	61	54	7	20	3	34	4
Hispanic	2	2	0	0	0	2	0

This lack of an adequate orientation by management to the company had the potential to affect the workers' attitude towards their work as well as productivity of the company.

When examining these statistics in search of an explanation for the disparity in inmate workers' knowledge of benefits, the question of time with the company became a consideration. The mean, median, mode, and range are as follows:

TABLE 3

Men Surveyed For Training Benefits

Race	Mean		Median		Mode		Range	
	I	U	I	U	I	U	I	U
Black	28 MO.	19.8 MO.	24 MO..	16 MO.	15.8 MO.	24 MO.	94 MO.	105 MO.
White	30.8 MO.	31.8 MO.	24 MO.	24 MO.	24 MO.	12 MO.	80.6 MO.	108 MO.
Hispanic	12 MO.	4 WKS.	12 MO.	4 WKS.	12 MO.	4 WKS.	12 MO.	4 WKS.

* I = Informed
* U= Uninformed

MO = Months
WKS. = weeks

TABLE 4

Women Survey for Training Benefits

Race	Mean		Median		Mode		Range	
	I	U	I	U	I	U	I	U
Black	15.8 MO.	21.2 MO.	17 MO.	(2 PEO-PLE)	—	—	16.8 MO.	37 MO.
White	26 MO.	12 MO., 2 WKS.	36 MO.	12 MO.	36 MO.	—	57.8 MO.	6 MO., 2 WKS.
Hispanic	0 MO.	0 MO.	0 MO.	0 MO.	0 MO.	—	0 MO.	0 MO.

* I = Informed
* U= Uninformed

MO. = Months
WKS. = Weeks

There was a lack of significant difference in the amount of time inmate workers interviewed spent with the company to warrant conclusions being drawn.

Since time with the company did not appear to be a factor in determining why 41 percent of the inmate workers were not aware of the

benefits of training with the company, other issues must be considered such as lack of interest on the part of the worker, lack of interest in delivering the information to the worker by the supervisor, or simply, an uninformed supervisor. The company believes that 100 percent of the inmate workers should be informed of the company mission and work benefits. When informed of the benefits and opportunities available to them during incarceration and after release, 100 percent of 136 inmates interviewed stated the information provided them with a different attitude toward their work, the company, and their current circumstance. This viewpoint that an informed workforce is vital to a company is confirmed by Wehrenberg (1989, p. 111) who states "Orientation ... helps the employee establish two important elements of a work ethic - the goal of the business and the employee's role with respect to that goal. This part of the orientation answers the *what* and the *how*" (Wehrenberg 1989, p.111). A request was made by the inmates for an inmate orientation procedure that would standardize and ensure delivery of the information.

Outcome Objectives

As noted, the problem was that many inmates had a limited knowledge of the goals and objectives the company had established concerning their job training. Many believed they were only worked to produce a product or service for the company to sell. Many of the inmate workers had been assigned to the company by the Corrections Classification Department without their expressed consent.

The purpose of this proposal was to establish a job orientation module that would raise the inmate workers' knowledge of the benefits available to them while not interfering with the time constraints and training needs of the industry managers. To achieve the goals stated, the following objectives were attempted:

1. Following a 12 week development and implementation of a new job orientation module, 90 per cent of the target population of 60 inmate workers surveyed would demonstrate understanding of the job benefits available to them through their tenure with the company. This was measured by a pre-implementation and post-implementation survey.

CHAPTER II

Research and Solution Strategy

Examination of current research on the subjects of inmate training and worker orientation has many facets. This study must first include an examination of correctional philosophy towards training and education of inmates, free world, or private sector expectations, and current training methods utilized by the private sector. Once this background is developed, an understanding of the solution strategy will be possible.

Correctional Philosophy

Barnes and Teeters as cited by Verdeyen (1995), credit the Auburn system of correctional philosophy as setting the stage for the work programs utilizing inmate labor as we know it today.

> Under this system, offenders were released to private manufact-users who supplied materials and machinery: Prison management provided space and supervision. This system was criticized by the

> private-sector, labor unions, and other groups that argued that the use of prison labor constituted unfair competition. In response to the critics, the federal government enacted the Hawes-Cooper Act in 1929, which determined that prison-made goods were subject to individual state laws. In 1935, the U.S. Congress enacted the Sumners-Ashurt Act, which prohibited the transportation in interstate commerce or from any foreign country into the United States any goods, wares, or merchandise manufactured by prison labor. Both acts closed the private-sector markets to goods made by inmates (Verdeyen, 1995, p. 106).

This practice is still in use today with minor modifications from state to state. It should be noted that the same criticisms of prison inmate labor produced goods continue from the above mentioned sources in spite of legislative modifications.

The National Institute of Justice (NIJ) defines prison industries using a broader definition:

> A jail industry uses inmate labor to create a product or provide a service, has value for a public or private client, and compensates inmates with pay, privileges or other benefits. Using this definition, virtually every jail operates at least one industry today (National Institute of Justice as cited by Stambaugh and Miller, 1994, p. 80.).

Private sector complaints still exist today due to perceived opportunities for possible profit margins at lower tax payer expense. Collins (1988) rebuts these charges by explaining that these programs keep inmates "meaningfully busy" while providing skills training which assist an inmate

in successful transition to a free world environment. "In this regard, the modern prison is constituted as a microcosm of society at large" (Collins, 1988).

Few of us in the free world have little understanding of the context in which prison industry functions. Security is the overriding concern. Quite often, industries will be shut down due to fog, incorrect inmate counts after lunch, or call-outs by correctional departments. The need for security takes precedence over production at all times. It shapes the context in which training and production of goods takes place.

Given the above definitions of prison industries, inmate labor, and continuing criticism of the practice, one might ask, why continue on this path? Again, Collins provides an answer:

> Inmates of today's prisons are not only offenders serving a judicial punishment specified in their sentence, they are also delinquents marked out for treatment and correction within the penal system. The penalties imposed do not simply punish offenders by depriving them of their liberty for what they have done; the purpose is also to correct what they are, preparing them for eventual return to "normal" society (Collins, 1988, p. 103).

In this context, we discern that the overwhelming mission of corrections should be to rehabilitate, not warehouse. This view is supported by our court system.

> In a year end report on the judiciary, the late Chief Justice Warren E. Burger stated that "many inmates can be motivated by training and by being active in productive work to pay for the costs of incarceration (Verdeyen, 1995, p. 109.).

Verdeyen (1995) supports job training of inmates by citing benefits of the Prison Industry Enhancement (PIE) programs that involve the private sector in prison based industries throughout all aspects of running a business within a prison setting. He states "Private-sector involvement gives an inmate the opportunity to work in a 'real world' environment, while learning a marketable skill that offers a greater chance for meaningful employment on release" (Verdeyen, 1995, p.110). Lattimore, Witte, and Baker (1990) examined a mandatory Vocational Delivery System (VDS) conceived by the North Carolina Department of Corrections which integrated training and employment services provided by various state agencies into one program. The VDS evaluation was a true experimental design that randomly assigned subjects to control and

experimental groups that would have different exposure opportunities to the VDS program. The authors wished to examine the theory that suggests recidivism will decrease if the opportunity to earn legal wages exist. The issue of treatment strength and treatment implementation was of primary interest to the authors as delivery of the program would affect treatment results. Lattimore, Witte, and Baker concluded that the VDS program was only partially implemented but that the VDS participants were less likely to be arrested following release from prison. "Specifically, 46 percent of the control group, compared with 36 percent of the Es (experimental group), were arrested following release" (Lattimore, Witte, and Baker, 1990, p. 128).Clements, as cited by Zumpetta (1988) found that 80 percent of inmates entering the correctional system lacked vocational skills that could provide gainful employment. Training as a rehabilitation tool fits the needs of correctional facilities who have as part of their mission preventing recidivism. Horton, as cited by Brookfield (1993), makes a compelling argument concerning the key to effective inmate training as rehabilitation. He states that you must work with someone where they are, not where you want them to be or where you perceive them to be. To be effective, ownership of the training must be taken by the individual.

> I have argued that being in control of our learning means that we make informed choices. Making informed choices means, in turn, that we act reflectively in ways that further our interests. But, as Chene (1983) points out, informed choices can only be made on the basis of as full a knowledge as possible about the different options open to us and the consequences of each of these. Control that is exercised on the basis of limited information and unexamined alternatives is a distorted, mindless, and illusory form of control (Brookfield, 1993, p. 236).

The author found while interviewing inmate workers for the required annual reviews, that 100 percent of those interviewed expressed a desire not to return to prison. Opalack (1988) found in her study of juvenile offenders that they, too, wished to reconnect with society. "The vast majority responded that they wanted to return to school for either remediation or vocational training" (Opalack, 1988, p. 126). Enocksson, as cited by Parsons and Langenbach (1993, p. 38) states that "two of the primary reasons for offenders' problems in the world of work are their lack of education and of vocational skills." This statement is supported by Platt, Bohac, and Barnes who state that the "average inmate has a tested reading level of ninth grade and attended school into the 10th grade" (Platt, Bohac, and Barnes, 1993, p. 66). The state where this practicum will be conducted states that "72 percent of _____'s inmates who were given basic literacy tests upon admission scored below the ninth grade

level" (CESA Annual Report, 1993-1994, p. 3). The average score of the inmate workers at the author's company is reported by the Department of Corrections to be eighth grade (_____ Inmate Management System Statistical Summary Report, 1995.)

> Those who do not complete high school and are employed are more likely to have lower paying jobs with little advancement potential, while workers in occupations requiring higher levels of education have higher incomes (Tomorrow's Jobs, 1995, p.4).

Platt, Bohac, and Barnes (1993) further state that an estimated 40 percent of inmates did not have a consistent employment history before being incarcerated, thus indicating a significant need for skills training to maintain employment.

Workforce 2000, as cited by Brown (1990, p. 18) states that "people must expect to retrain for new jobs at various points in their career and that systems should support such education" thus further enforcing the need for effective inmate training as a tool of rehabilitation.

> In 1989, Lewis J. Perelman of the Hudson Institute advocated abolishing the "cult of academic credentials" and adopting competency-based employment standards. If we can produce workers who can meet both job demands and employability skill requirements, the likelihood of success for ex-offenders in a competency-driven market will increase dramatically (Platt, Bohac, and Barnes, 1993, p. 66).

This author's company subscribes to Perelman's statement and has provided the inmate workers with competency based OJT programs from which to work. Parsons and Langenbach (1993, p. 38) found in their study of why inmates indicate they participate in prison education programs that "inmates, with some exceptions, have the same orientations toward participating in educational activities as the general public". Just as in all areas of life, individuals have to understand why they are there and how they will benefit from participation.

Most businesses have some type of orientation program to acclimate new workers to their environment and job expectations. However, in most businesses, the new worker actively campaigned for the position. In prison industries, this is not always the case. An inmate may be assigned to an industry by the Department of Corrections without the inmate's consent. Will this inmate provide the industry with a productive worker?

Ryan and McCabe (1993) in studying the relationship between mandatory and voluntary participation in a literacy program, found that the odds of achievement were not significantly different. The 1990-91 records from the South Carolina Department of Youth Services were studied to design a synthetic retrospective study sampling participants in a General Educational Development (GED) program.

> Results confirmed that there was no apparent interaction between the major variable of participant and the other independent variables. Although there was limited confounding, confounders remained in the study for precision and credibility. The results were recorded within the limits of a synthetic retrospective analysis and were as follows: the odds of voluntary participation in a literacy program and academic achievement was not significantly different from the odds of mandatory participation in a literacy program and academic achievement (Ryan & McCabe, 1993, p. 137-138).

Ryan and McCabe recommended that support be continued for mandatory literacy programs as the long-range benefits outweighed any cost considerations. This study supports the Department of Correction's policy concerning mandatory placement at the company's industries.

A study done by Topin (1988) surveyed correctional teachers in Quebec. At question were the attitudes and values of teachers in a correctional setting regarding their viewpoint towards the teachers' role in a correctional setting. Data were obtained from a 225 item questionnaire submitted to 80 teachers of which 95 percent responded. When the vocational sector views were examined, it was noteworthy that these teachers saw themselves as representative of the values of society. They viewed themselves as models to the inmate and insisted that the inmates conform to their standards of behavior. These teachers were, also, more product oriented than their academic counterparts who were process oriented. The results of the survey did not show either the vocational

sector or the academic sector to be more effective as teachers since both types exhibited a variety of effective teaching skills.

It can be concluded from the above studies that many variables may affect the company mission to provide job training to prevent recidivism, while still producing a quality product at a profit. Mandatory or voluntary participation in the program does not seem to be of major significance to the outcome of training. However, strength of treatment and trainer attitude could have a significant effect. In preparing a new OJT module to prepare a new inmate worker for gainful employment with the company, all of these variables must be taken in consideration as well as the impact of the history of prison industries, OJT possible results, and client profiles. A simple study of prison industry and inmate participation would not do justice to the problem of decreasing recidivism without an examination of potential employer expectations of the vocational education and OJT of ex-offenders.

Private Sector Expectations

> Employers want workers with at least basic academic skills, in reading, writing, and math; communication skills, both speaking and listening; problem-solving ability, employability skills; reasoning skills; leadership skills; computer literacy; interpersonal skills;

> ability-to-learn/learning-how-to-learn skills; and collaborative teamwork skills. In addition, it was found that employers continue to view vocational graduates favorably, and, second, that 60 percent of employers surveyed for one study strongly favored high school graduates who have been vocationally trained (Imel, as cited by Khatibi and Grande, 1993, p. 152).

These statistics are validated by The Department of Labor Statistics who states that "Opportunities for those who do not finish high school will be increasingly limited, and workers who are not literate may not even be considered for most jobs" (US Department of Labor Bureau of Statistics, 1994-95, p. 3).

The State Board of Education in North Carolina as cited by Rominger (1990, p. 169) supports Imel's statement by stating "Any new job-skill course must be based on documented labor market demand". Khatibi and Grande took this view one step further with the position that vocational programs are of little value to the inmate worker unless the worker is able to convert the training into productive behavior in the community. These positions are supported by results of other research conducted on the subject.

> Most notable among recent findings is a study of 7000 federal prisoners released from 1984 through 1986 that reveals that the cycle of crime can be broken through prison work and training experiences. After a year of freedom, only 6.6 percent of the prison-trained group violated their paroles, compared to 10.1 percent in the untrained group and 20 percent of all released

> inmates, Moreover, the employment rate for trained ex-inmates was 72 percent, compared to 63 percent for the untrained inmate group (Saylor and Gaes, as cited by Khatibi and Grande, 1993, p. 154).

Developing a work program for inmates with the intention of decreasing recidivism requires a special focus on the varied needs of inmates. Focus on an adherence to the philosophy that it is the responsibility of the correctional system to " make available to the offender, either in the institution or in the community, the means to develop the knowledge and skills that will enable him to survive beyond the prison walls" (Khatibi, 1988, p.116) is also necessary. In describing the program, for a youthful offender program Khatibi listed the goals as " to provide an integrated approach to individualized planning in terms of treatment, training, work experience, release, and follow-up" (Khatibi, 1988, p. 116). The Lexington Training Center in association with the Oklahoma Department of Corrections has implemented just such a system with outstanding results. "Only 16 percent of the NIO (Nonviolent Intermediate Offender) graduates-approximately 1,500 to date-have returned to cells" (Dollar, 1988, p. 29).

Thom Gehring (1993) has advanced a theory that culture can inhibit crime. "Culture mediates learning in a helpful way. Culture tells us what is

important, how to interact with others, and how to accomplish daily tasks" (Gehring, 1993, p. 6). Given that a work experience modeled on free world conditions within a prison setting has the opportunity to mold an offender into a self-supporting member of society, should not these standards be established at the onset of the inmate worker's tenure with the company?

The author of this practicum subscribes to the definition of induction that states that "induction is the process designed to acquaint newly employed individuals to the community" (Rebore, 1995, p. 138), the work place, and their co-workers. Rebore believes that to be effective, an induction program must have clearly defined objectives that reflect the needs of the new worker as well as those of the employer. Zahrly and Tosi (1989, p. 62.) have asserted that "the particular outcomes which demonstrate adjustment to work are a function of the objectives of the organization and the goals and needs of the individual employee." Louis and Van Maanen and Schein as cited by Zahrly and Tosi (1989, p. 62) "have suggested that the reduction of uncertainty is a necessary goal of newcomers".

The situation noted at this author's company is similar to that described by Bridges, Hawkins, and Elledge (1993, p. 56) at Micron Technology.

> When Micron's personnel staff evaluated the company's new employee orientation process, they saw that new employees were immediately immersed in the Micron culture with little guidance. New employees became team members without receiving information about the responsibilities that entailed. In other words, the system was based on the assumption that all people immediately understood Micron's operations and already had the necessary skills for effective teamwork.
> The training department replaced that assumption with a new 15-hour training class called 'Reaching High Performance,' or RHP, designed to introduce employees to the Micron team.

The necessity of a thorough induction program is further emphasized by Berlew and Hall as cited by Zahrly and Tosi (1989, p.62) who state that "the particular situations which the newcomer encounters during the initial tenure in a position have the capacity to influence later outcomes" thus tying together an effective induction program and reduced recidivism.

The above mentioned research clearly indicates that some type of induction, or orientation, is necessary for a successful merger of new employee to new company. The question then becomes, what does a new employee want from the orientation? Garrison and Brook posed this

question to 191 students by asking four questions concerning student expections in a first class session:

> 1. List three things you want to know in the first session. 2. How would you structure a first session? 3. What would you like to know about the instructor and when? 4. When would you like to get to know other students? How would you like for this to happen? What is important to know about other students? One hundred ninety-one students responded:...The results suggest that students are more interested in content and the instructor than classmates during the first session. Specifically, students said that they wanted to address the course content early in the first session (Garrison and Brook, 1992, p. 25).

Now that student or new employee goals have been identified, what do employers want from an orientation? Wehrenberg provides an insight: "...orientation is designed to develop a particular attitude about work and the worker's role. It defines the philosophy behind the rules and provides a framework for specific job-related tasks" (Wehrenberg, 1989, p. 112).

Current Training Methods

All information collected indicates that the optimum way to integrate an inmate worker into his new job responsibilities and the culture of his company is to provide an effective orientation. The question remaining to

ask is what is the most effective method of delivery? Orientation or training programs have traditionally been most effective when delivered by a live instructor to small groups. With the trend to limit the employee population of many large corporations, creative methods of delivery have been developed. If the information to be transferred could be standardized, various techniques exist through workbooks, videos, or interactive media. As Caplette (1988) notes, standardized courses have a uniform effect upon the audience. This author suggests that a standardized format would best achieve a uniform information base for new inmates. The problem still existed as to how to deliver the information to the 52 industries in a cost effective manner.

Distance delivery is a system that has been tested in many areas over the past years to provide information to audiences located far from the instructor's classroom or training supervisor's office.

> Distance education, though not a complex concept, has been variously defined. In essence, it is the provision of *access* to instruction to those who would not otherwise be able to participate in the educational process. Evans (1986) considered distance education to be the delivery of instruction when the management of information and expertise is at one location and the majority of students are in other, more remote sites (Parsons, 1990, p. 445).

Parson (1990) describes the videocassette format of instruction as superior when review of material is necessary. The student or worker can rewind and review as often as necessary to obtain mastery of the information. Based on his experience in the University of South Carolina distance education program, Parson's stated that the students seemed to prefer this method of delivery. Cohen (1988), in writing about The Cleveland Clinic Foundation orientation program, mentions use of videos as an integral part of the interactive orientation process.

Between 1970 and 1975, the Army Training and Doctrine Command (TRADOC) spent more than $6 million on unsatisfactory communication efforts. TRADOC had hoped that video and live telecommunications would provide an effective, cost efficient method of training. They found that "The sessions did not improve learning efficiency, in part, because they allowed viewers to just sit back and watch television" (Johnson, 1989, p. 65). In 1983, the Army decided to make another attempt at distance learning by making it interactive. TRADOC found this method to be far more effective in meeting their goals in learning efficiency. Essentially, what the army learned in these two experiments is a simple lesson known by all educators and managers; if there is no consequence, there will be no effort.

Egan, Sebastian, and Welch (1990) studied effective distance learning practiced by the University of Utah. The University utilized the Utah Education Network, "a sophisticated, closed circuit, television system to deliver pre-service education to perspective special educators in many rural regions of Utah" (Egan, Sebastian, and Welch, 1990, p.2). The system used combined video recordings with on site facilitators to answer questions posed by the students. The study found that this method allowed for greater flexibility in course scheduling in rural sites. ("Distance learners benefit significantly from their involvement with small learning groups" Egan, Sebastian, and Welch, 1990, p. 12).

Solution Strategy

The above cited research on correctional philosophy, free world expectations, and current training methods suggests that the implementation of a thorough orientation module detailing the company mission and worker benefits would provide new inmate workers with background information from which to make informed decisions concerning their work performance and life choices. This module would also provide an opportunity for the new worker to integrate into the

company culture more efficiently while meeting a basic goal of orienting the new inmate worker to the benefits of working for this company as well as the company mission.

Supervisor attitude, as defined by Topin's (1988) research, is a major factor in program effectiveness. If the supervisor believes in the program, it will be utilized. If the supervisor is not supportive of the program, information is dispersed through word of mouth from inmate workers and the validity of this information is in question. A module developed by the Supervisor of Inmate Training and delivered by video format will allow for the standardization necessary to insure uniform information distribution without fear of supervisor bias.

CHAPTER III

Method

The first step in the process of creating an inmate orientation video was to determine the curriculum to be addressed. The annual reviews had identified a lack of awareness concerning the OJT training process and inmate program benefits. It was determined that these two content areas would be the focus of the video.

An outline of the curriculum was developed covering the social mission, OJT programs, skill grades, and additional assistance programs. The outline was approved by the Manager of Inmate Programs at which point the information was transferred into module format following the State of _____ Department of Education (D.O.E.) model. (Appendix C, p. 58). The module was then sent to the State of ____'s Division of Vocational Adult Community Education for approval as part of the certified programs (Appendix D, p. 61). All other certifying/recognizing agencies orally approved the module agreeing with D.O.E. that since the module covered company specific information, they were not in a position to certify the content, but did approve attachment to certified OJT programs.

video as a department project. This author would have final approval of the completed video.

Once production of the video began, PTEC discovered that the out-take footage provided were not master copies. Editing of the time codes was not possible on the tapes. PTEC did not have the computer equipment necessary to delete the time codes. The Director of Communications repeatedly contacted the "Building Futures" production company to retrieve the original footage, but to no avail. After six weeks of waiting for original footage, it was decided to proceed by looking at other editing options. PTEC determined a title bar could be placed over the time codes.

The Television Department of PTEC is to be commended for doing an excellent job under difficult circumstances. The author's company agreed the video produced by PTEC was a fine effort, but not what was necessary for the inmate orientation project. The quality of the tape was poor and the script better suited for a public relations video.

Approximately one week after receiving the video from PTEC, it was discovered that one of the company's furniture industries was developing an in-house video production facility to produce marketing videos for their furniture lines. They agreed to look at the inmate orientation video to see if

the quality could be improved. It was determined that nothing could be done to the existing video, but the Division Operation's Manager, offered to redo the video at their facility. A date was arranged to shoot new footage and edit existing footage. The author of the practicum developed a new script for the video from the module in keeping with the objectives of the practicum proposal. A video camera was procured, and the author, along with inmate _____ at ____'s Avon Park Furniture Industry, proceeded to produce and direct an inmate orientation video in the two days allotted by the Operation's Manager (Appendix E, Video package, p. 63). New footage was shot at the Avon Park Furniture Industry and at the Avon Park Correctional Institution's Vocational Education facility under the direction of _____.

Video Evaluation Procedures

Once the video was completed, the pre-video and post-video interview questions (Appendix F, p. 65) were developed to assess the inmate workers' knowledge of benefits available. A pre-video test and a post-video test (Appendix G, p. 67) were developed concurrently with the interviews to assess the impact of the video. These instruments were

developed with awareness that many inmates lacked the reading skills necessary to adequately answer many questions. Consequently, the questions were developed at 6.3 grade level ability. A management survey was developed to assist in identifying the effectiveness of the video as viewed by industry management.

Once the measurement tools were developed, the author chose one industry within each division spread throughout the four regions identified within the company as test sites for the video. These industries were chosen logistically based on location, accessibility, and adequate inmate work force to participate in the study.

At this point in the practicum implementation, the company underwent a restructuring that changed the organization of the author's Division of Inmate Training and Employment Support. The division became a department under Human Resources. As such, there was a shuffling of responsibilities and reporting functions. The importance of the video testing was not diminished, however, the availability of the author to conduct the testing was limited. It was determined at a department meeting that the author would be allowed to test at four test sites. The Region I Inmate Services Manager would test at the two sites in Region I. These changes decreased the amount of time available for testing within

the industries. The original schedule called for two testings per week with ample time provided for individual interviews. The new schedule required that four of the industries be tested in two days, thus severely limiting the amount of time allowed for interviews. Consequently, group interviews and group testing were conducted.

It was further determined that the inmate orientation video would not be sent to all industries for implementation by industry managers as originally planned. The decision was made that the Inmate Services Managers would show the video to new inmate workers within their regions as a means of having first contact with the workers. It is hoped that by having the Inmate Services Managers show the video to the new inmate workers, a consistent, quality impression will be imparted to the new inmate workers concerning the company's mission and worker benefits. An added benefit will be that the inmate workers will have increased time with a member of the Training Department to discuss any questions that arise.

The managers of the industries chosen for testing of the inmate orientation video were contacted and oral commitments were given concerning dates for the testing.

The inmate orientation video testing process was conducted smoothly with relatively few concerns. It was determined that one test question were poorly constructed and that a new question needed to be written before the test could be published for company use. At this date, the video and test have been distributed to the Inmate Services Mangers for company wide implementation.

CHAPTER IV

Results

The purpose of this proposal was to establish an inmate worker orientation module that effectively exposes the worker to the benefits and mission of the company. Manager training needs were also taken into consideration and accounted for as part of the practicum. The outcome of the three objectives developed will be discussed in this section to determine the effectiveness of the practicum.

The first objective of the practicum stated that 90 per cent of the target population of 60 inmate workers would demonstrate understanding of the material presented in the inmate orientation video. This was to be measured through pre-implementation and post-implementation survey results with a desired 30 per cent increase in the inmate worker's knowledge of the company mission and worker benefits.

The pre-implementation survey indicated that 29 per cent of the respondents showed knowledge of the company mission and benefits. The post-implementation survey indicated that 72 per cent of the

respondents had knowledge of the company's mission and benefits. This was a 43 per cent increase in knowledge of the company's mission and worker benefits. While these results are positive, this did not meet the objective that desired 90 per cent of the target population of 60 workers understand the orientation materials presented in the inmate orientation video.

Table 5

Breakdown of Pre and Post-Implementation Survey Results

		Pre-Survey				Post-Survey			
Race	Total Participants	Informed		Uninformed		Informed		Uninformed	
		Male	Female	Male	Female	Male	Female	Male	Female
Black	34	6	1	22	5	15	4	13	2
White	23	6	2	14	1	18	3	2	0
Other	3	2	0	0	1	2	1	0	0

The second objective of the practicum stated that 80 per cent of the target population of 60 inmate workers would demonstrate understanding

of the material presented in the inmate orientation video. This was to be measured through a pre-test and post-test with a desired 30 per cent increase in the inmate worker's knowledge of the company's mission and worker benefits.

Forty-two percent of the inmate workers, or 25 out of 60, showed knowledge of the company's mission and benefits by scoring 80 percent or higher out of 100 per cent on the pre-test. The post-test results indicated a 37 per cent increase up to 79 per cent of the workers scoring 80 per cent or higher out of the 100 per cent possible. Forty-seven workers out of 60 scored 80 per cent or higher on the post-test. These results are even more positive, but still did not meet the desired objective of 80 per cent showing mastery of the material presented in the video on the company's mission and worker benefits.

Table 6

Breakdown of Pre-Implementation and Post-Implementation Test

Results: Men

Race	Mean		Median		Mode		Range	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Black	63.58	75.35	70	90	70	90	81	71
White	77	92.5	80	100	80, 60	100	51	41
Other	85	95	na	na	na	na	31	91

na: insufficient data to measure

Table 7

Breakdown of Pre-Implementation and Post-Implementation Test

Results: Women

Race	Mean		Median		Mode		Range	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Black	56.7	90	60	70	60	80, 90	81	51
White	70	86.6	70	90	na	90	21	11
Other	50	70	na	na	na	na	na	na

na: insufficient data to measure

The third objective of the practicum stated that 90 per cent of the six industry managers would confirm that the delivery system of the inmate orientation module would conform to current training needs and time constraints. This was to be measured through a five point Likert Scale survey (Appendix H, p. 70). The survey results showed that 100 per cent of the industry managers confirmed that the delivery system of the orientation module did conform to current training needs and 83 per cent confirmed that the delivery system of the orientation module conformed to time constraints.

Table 8

Results of Manager Survey

Managers Response	Does Meet Time Constraints	Does Not Meet Time Constraints	Does Conform to Training Needs	Does Not Conform to Training Needs
	5	1	6	0
		Response Given Was "No Opinion"		

While the results did not meet all desired objectives, the evidence indicates the effect of the new inmate orientation video is positive. Given the lessened time available to interview and test the inmate workers, the author believes that had the original schedule been adhered to, the desired results would have been achieved. The final results of the practicum are that a need orientation module is now in place and benefiting the inmate worker, as well as the company.

Chapter V.

Recommendations

It was the decision of the President of the company that the inmate orientation video be used consistently as a means of orienting new inmate workers to the company. The Executive Staff and Industry Managers who have viewed the video agree that it would be an excellent tool to assist new, free-world employees understand the company's social mission and inmate programs. Consideration is being given to include it in the employee orientation training sessions.

The Director of Communications received the inmate orientation video enthusiastically. The Director has been responsible for having the video sent to the marketing office as a tool for orienting customers to the mission of the company. She is currently investigating incorporating portions of the video into up-coming public relations projects.

It is the view of the Department of Inmate Programs that priority be given to effectively orienting new inmate workers to the company. All members of the department support the objectives of the video and

concur that it is an effective tool for orientation, if used properly. As a result of this practicum, a new project is underway to develop a companion, inmate worker handbook to accompany the video. This handbook will contain brief summaries of inmate policies and procedures. It will be presented to the inmate worker as part of the orientation process conducted by the Inmate Services Manager. The department has determined that The Inmate Services Managers will better present the video and handbook than will an overworked industry supervisor. The Department of Inmate Programs views the video as an important new tool in assisting inmate workers successfully transition to the company.

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Appendix A: Annual Review Form

DIVISION OF INMATE TRAINING & EMPLOYMENT SUPPORT

ANNUAL PROGRAM REVIEW

DATE OF REVIEW:_____ REVIEWER:_____

INDUSTRY:_____ MANAGER:_____

ITEMS	YES	NO	COMMENTS	POSSIBLE POINTS	POINTS EARNED
I. INDUSTRY MANAGEMENT & INDUSTRY OPERATIONS					
1. Staff demonstrate understanding and importance of the OJT process			1.	4	
2. Funds are budgeted for instructional supplies			2.	1	
3. Managers/Supervisors have participated in PRIDE's train-the-trainer course and other external sources to strengthen their training of inmate workers			3.	1	
4. A written procedure is followed for issuing and returning tools and equipment			4.	1	
5. Pre-hiring selection and assessment criteria are used. If so, describe			5.	1	
6. Job descriptions are used and contain DOT codes			6.	1	
7. Cross training occurs			7.	2	
8. Distractions to learning have been minimized			8.	1	
9. If appropriate, equipment is provided for the worker's training			9.	1	
10. Equipment is equivalent to that used in businesses outside the prison			10.	1	

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ITEMS	YES	NO	COMMENTS	POSSIBLE POINTS	POINTS EARNED
II. OJT PROGRAM MANAGEMENT					
11. Written policies and procedures for record keeping and OJT responsibility are accessible to staff and workers			11.	1	
12. Training documents and files are periodically reviewed for accuracy and safekeeping			12.	2	
13. Participant's progress and accomplishments are filed			13.	2	
14. Inmate files contain: a) date hired b) position(s) held, skill grade(s) c) completed or "in process" progress charts for modules d) tests or other evidence of retention of training to qualify certification e) copies of all certificates issued f) individual TABE scores			14.	12	
15. OJT records are maintained for three years or since the last external audit			15.	2	
16. Progress charts are signed by the worker, direct supervisor and industry manager			16.	2	
17. Interviews and discussions with workers confirm certification accuracy and understanding of the OJT program			17.	1	
18. Copies of monthly OJT activity reports are kept on file			18.	2	
19. Private sector program reviewers are contacted annually by management			19.	5	
20. The written OJT program identifies the key processes and procedures			20.	1	

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ITEMS	YES	NO	COMMENTS	POSSIBLE POINTS	POINTS EARNED
21. Current OJT program manuals of instruction are available to managers/ supervisors and are considered adequate			21.	1	
22. Practical problem-solving techniques are an integral part of the instruction program			22.	1	
23. Have external certificates been issued during the last fiscal year?			23.	5	
24. Are OJT Activity Reports submitted accurately and in a timely manner?			24.	5	
25. There is a current inventory of teaching materials			25.	1	
26. State adopted curriculum frameworks are utilized			26.	1	
27. Written objectives are established for each job			27.	1	
28. Training programs provide individualized instruction by supervisors			28.	1	
III. WORKER PERFORMANCE					
29. Inmate workers discuss progress or deficiencies in individual conferences with management			29.	4	
30. Workers are provided with an outline of instructional content			30.	5	
31. Workers are aware of employment opportunities in their area of training. If so, describe.			31.	1	
TOTAL POINTS				70	

60-70 Points: Outstanding Review
50-59 Points: Good Review
40-49 Points: Average Review
0-39 Points : ???HELP!!!

_____

Reviewer Signature

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Appendix B: Inmate Worker Interview Form

WORKER INTERVIEW FORM

INDUSTRY:_____

WORKER NAME: _____ DC #: _____

POSITION: _____ SKILL LEVEL: _____

LENGTH OF TIME WITH PRIDE:

WORK EXPERIENCE WITH PRIDE:

WORK EXPERIENCE IN FREE WORLD:

EXPLAIN HOW THE OJT SYSTEM WORKS; CERTIFICATES, CROSSTRAINING, :

HOW OFTEN DOES YOUR SUPERVISOR GO OVER YOUR PROGRESS CHART WITH YOU?

WHAT CAN PRIDE DO TO IMPROVE ITS OJT PROGRAM?

WHAT IS THE VALUE OF THE OJT PROGRAM TO AN INMATE WORKER?

Appendix C: Imate Orientation Module

PRIDE INMATE WORKER ORIENTATION MODULE

- This module is designed to act as an orientation to PRIDE for new PRIDE workers.
- It is a stand alone module.
- Workers may work in this module concurrently with the basic or employability module of any other PRIDE program.
- This module is not to be repeated except as needed. Only one Bronze certificate may be issued to this module.

I. INTENDED OUTCOMES: After successfully completing the program, the worker will be able to:

01. Demonstrate knowledge of the PRIDE mission
02. Demonstrate knowledge of the structure of the On-the-Job-Training Programs.
03. Demonstrate knowledge of the PRIDE On-the-Job-Training certification process.
04. Demonstrate knowledge of PRIDE assistance programs.
05. Demonstrate knowledge of the PRIDE post release job placement support.

WORKER PERFORMANCE STANDARDS EFFECTIVE DATE: March 1996

MODULE AREA: Orientation- PRIDE SECONDARY NUMBER: 985-000

MODULE TITLE: Orientation POSTSECONDARY NUMBER: 985-000

01.0 Mission - The worker will be able to:

01.01 .Demonstrate knowledge of the PRIDE social mission concerning job skills training.

02.0 On-the-Job-Training Programs - the worker will be able to:

02.01 Identify the difference between a program and a module.
02.02 Identify the program curriculum frameworks.
02.03 Identify the program performance standards.
02.04 Identify the program progress chart.

03.0 PRIDE Certification process - the worker will be able to:

03.01 Identify how a worker moves through a program.
03.02 Identify a certificate of accomplishment (bronze).
03.03 Identify a certificate of achievement (gold).
03.04 Identify an external certificate.

04.0 PRIDE Assistance programs - the worker will be able to:

04.01 Identify education assistance areas.
04.02 Identify assistance with the Victim Restitution program.
04.03 Identify anniversary pins.
04.04 Identify the PRIDE Suggestion program.
04.05 Identify the self-development workshops.
04.05 Identify the pre-release workshops.

05.0 PRIDE Post Release Job Placement Support - the worker will be able to:

05.01 Identify the department which offers post-release job placement support.
05.02 Identify the post-release education assistance program.

Appendix D: Department of Education Letter

FLORIDA DEPARTMENT OF EDUCATION
Frank T. Brogan
Commissioner of Education

May 2, 1996

Ms. Suzanne L. Hammontree
Supervisor
PRIDE of Florida
5540 Rio Vista Drive
Clearwater, Florida 34620-3107

Dear Ms. Hammontree:

I have received the PRIDE Inmate Orientation Module and thank you for keeping me informed. I understand that the module is not part of a formally certified program and that this is not a request for approval.

After reviewing the Intended Outcomes and Worker Performance Standards, it appears that you have covered the essential structure of the PRIDE program. After successful completion of the orientation module, inmates should have a clear understanding of the benefits and expectations of the program.

The only comment that I have is that the intended length of the module was not indicated in your correspondence. I would be interested in how long you anticipate the length of the orientation training.

Again, thank you for sharing this with me and I commend you for your diligence in continuing program improvement.

Sincerely,

John T. Denmark
Program Director - Region 2

cc: Loretta Costin

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An affirmative action/equal opportunity employer

Appendix E: Inmate Orientation Video

Appendix F: Inmate Interview Form

WORKER VIDEO POST - INTERVIEW FORM

INDUSTRY_____

WORKER NAME_____ DC #_____

POSITION_____ SKILL LEVEL_____

LENGTH OF TIME WITH PRIDE:

WORK EXPERIENCE WITH PRIDE:

DESCRIBE PRIDE'S SOCIAL MISSION AS YOU UNDERSTAND IT.

DESCRIBE THE OJT PROGRAM PROCESS AS YOU UNDERSTAND IT.

WHAT ARE PRIDE CERTIFICATES FOR AND HOW ARE THEY ACHIEVED?

WHAT ARE PRIDE INMATE ASSISTANCE PROGRAMS?

CAN YOU NAME ANY?

DESCRIBE AS YOU UNDERSTAND IT, THE PRIDE POST RELEASE JOB PLACEMENT SUPPORT.

Appendix G: Inmate Video Test

NAME_____
INDUSTRY_____ 68

DATE_____

PRIDE OF FLORIDA ORIENTATION MODULE POST-TEST

Please write the letter of the correct answer in the space next to the question.

___ 1. PRIDE's primary objective is : A) produce products to sell to the general public B) provide job skills training to inmate workers C) provide job skills training to the general public D) produce products to sell to inmates.

___ 2. An on-the-job training program at PRIDE consists of A) modules of training B) academic work C) job descriptions D) all of the above.

___3. A PRIDE progress chart can be used to A) document your training progress B) monitor your own training progress C) provide you with an outline of skills necessary to do the job D) all of the above.

___4. PRIDE recognizes the worker's acquired training skills by providing the worker with A) certificates B) time off C) stock in the company D) none of the above.

___ 5. If the inmate worker does not have the required TABE score for an external certificate, PRIDE will work with A) classifications B) correctional education C) the public school system D) food services to assist the inmate worker in bringing the TABE scores to the required levels.

___6. PRIDE provides assistance to the inmate worker in A) education B) victim restitution C) pre-release workshops D) all of the above.

___7. PRIDE provides as part of the company benefits A) anniversary pins B) a suggestion program C) self-development workshops D) all of the above.

___ 8. PRIDE's A) Inmate Training Support B) Human Resources C) Job Placement Support D) Marketing Support provides assistance in job placement upon release from prison to PRIDE workers.

NAME_____

INDUSTRY_____

DATE_____

___9. The certificate shown below is a sample of a PRIDE A) Bronze B) Gold C) External D) None of the above.

___10. The certificate shown below is an example of a PRIDE A) Bronze B) Gold C) External D) None of the above.

Appendix H: Management Survey

MANAGER DATE

INDUSTRY

MANAGEMENT SURVEY FOR ORIENTATION VIDEO

PLEASE RATE THE FOLLOWING QUESTIONS BASED ON THE FOLLOWING CRITERIA:

1 STRONGLY DISAGREE

2 DISAGREE

3 NO OPINION

4 AGREE

5 STRONGLY AGREE

___ 1. The orientation video meets my training needs concerning PRIDE's social mission.

___ 2. The orientation video meets my training needs concerning orientation to the OJT training programs.

___ 3. The orientation video meets my training needs concerning PRIDE's OJT certification process.

___ 4. The orientation video meets my training needs concerning PRIDE's assistance programs.

___ 5. The orientation video provides an adequate introduction to PRIDE's post release job placement support and education assistance program.

___6. The orientation video meets my needs concerning time constraints involved in new inmate orientation.

Appendix I: Copyright Permission Letter

MCA

Special Markets & Products

MCA Special Markets & Products
70 Universal City Plaza
Universal City CA 91608
Tel 818 777 4000
Fax 818 733 1598

July 16, 1996

Suzanne L. Hammontree
PRIDE of Florida
5540 Rio Vista Dr.
Clearwater, FL 34620

MASTER-USE REQUEST APPROVAL

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Very truly yours,

Don Terbush
Manager
Film & TV Licensing

DT/als